RPM 2011-12 End-of-Year Report

(and Summer Institute 2012 Preparation)

**Due Date: July 11, 2012**

This year’s end-of-year RPM report is essentially an “end-of-grant” reflection report as well; it will provide important documentation for our summative report for the overall project and will also serve a secondary role as a useful preparation process for the Summer Institute. While clearly one person will need to take the lead on assembling and synthesizing what goes into the final submission, we hope that rather than something written entirely by a single person in isolation, the report will reflect contributions from the core college team involved in the RPM work, and if possible include perspectives even from faculty who may have only been marginally involved (and who may have questions or concerns about the work) in order to surface critical themes/ideas in the areas below.

**Section 1: Reflections on the Project Overall**

For each of the subsections A to D below, address both the major successes you’ve had in the work to date as well as any significant challenges you’ve encountered with respect to the particular aspect of the work being described.

1. **Summarize briefly the specific “structural” changes (e.g., changes in course content, number of courses offered, placement approaches, etc.) you implemented in your developmental math program (or in specific courses) as part of your college’s involvement in the Re-Thinking Precollege Math project.**
2. **Reflect on the role that your institutional and departmental context (e.g., leadership issues, department-wide policies and decision-making, use of and support for part-time faculty, where the precollege math program is housed, whether the college administration is visibly and effectively supportive of innovations in pre-college programs, etc.) played in shaping the work you did in RPM and influencing the progress you’ve made in your project. In what ways have you specifically taken these contextual factors into consideration in addressing your work in the RPM project?**
3. **The RPM project as a whole made an effort to promote and support faculty efforts to a) explore different concrete classroom practices and strategies around teaching and assessment and b) inquire collectively about the results of those efforts. To what extent and in what ways have any changes in instructional practices and collaborative inquiry occurred in the precollege math program at your college as part of your RPM project?**
4. **How, if at all, have any of the activities you’ve done in your precollege math program as part of the RPM project incorporated a focus on student attributes and perspectives as math learners?**

**Section 2: Sustainability and Next Steps**

1. **What aspects of the changes in your precollege math program initiated and/or support by the work of the RPM project do you foresee being sustained at your college beyond December 2012 without the infusion of any new external grant support?**
2. **If new grant resources (comparable to the RPM level of funding at a minimum) were available, what specific activities would you want to extend or initiate to continue your efforts to address improving student progress and success in your precollege math program?**